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# MUSE 397.02: Methods - K-8 Music

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**School of Music  
The University of Montana  
Fall 2013**

**Methods: K-8 Music  
MUSE 397-02 (Course ID 70260, 2 credits)**

**Instructor:**

Dr. Lori Gray

Office: 204B (Music Building)

Email: [lori.gray@umontana.edu](mailto:lori.gray@umontana.edu)

Office hours: posted on door and by appointment

**Course Times and Location:**

Mondays, Wednesdays 9:10 a.m.-10:00

Music Building, 204

08/26/13-12/04/13

(Final class is Wednesday, December 4th, 2013. There is not a final exam for this course).

**Textbook:** "Hands on Recorder Soprano Book One," by Gerald and Sonya Burakoff, and a soprano recorder (all from the UM bookstore on campus, however, you may use a different recorder if you own one or you may purchase one at a local music store). All other articles and assignments will be available on Moodle.

**Materials:** File folder or binder for collected materials, thumb drive or CD (if you want to submit your final portfolio in an electronic version rather than hard copies).

**Moodle:** Your class has an online Moodle shell. All assignments will be posted on Moodle. I will ask you to visit the Moodle shell for this class often. I will be placing important information, readings, and assignments on Moodle. You may also view your grades and attendance records on the Moodle class site. Access this course's Moodle site: <http://umonline.umat.edu/> You will find a link to MUSE 397.

**The Green Alternative:** You may upload some assignments on the Moodle shell in the "Upload Area" for the specific assignment if you would like to save paper. When uploading a file to the Moodle "Upload Area," name the file with your last name and the assignment title (Example: JohnsonMovementLesson.doc). If a hard copy of the assignment is required, you will be informed when you receive directions for the assignment. \*\*\*All "Lesson Brainstorms" and "Notes on Articles" must be hard copies/or shown on an electronic device in class on the same day they are due for full credit.

**Assignments:** Some of the course assignments may be submitted online through Moodle, as mentioned above. Other assignments must be submitted as hard copies or shown on an electronic device during class. \*\*\*All “Lesson Brainstorms” and “Notes on Articles” must be hard copies or shown on an electronic device in class on the same day they are due for full credit. Work turned in less than a week late from the original due date will be lowered a full grade (from an A to a B, etc.). **Work will not be accepted if it is more than a week late.** I will deal with emergencies on an individual basis if the student has contacted me and notified me of the emergency in a timely manner.

**Course Design and Standards Addressed:**

The scope and sequence of this course were designed utilizing The Montana PEPPS Professional Educator Preparation Program Standards, The International Reading Association Standards, and The University of Montana’s Conceptual Framework for The University Professional Education Programs.

The Montana PEPPS Professional Educator Preparation Program Standards include:

10.58.501 General Requirements:

- (a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana
- (c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development
- (f) utilize a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills
- (i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies
- (j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction

10.58.519 Music K-12:

- (h) demonstrate a comprehensive knowledge of musical notation and language
- (k) demonstrate an understanding of the elements of music, including melody, harmony, rhythm, tempo, dynamics, form, and style
- (l) analyze music aurally and visually in terms of musical elements
- (s) demonstrate knowledge and understanding of how children learn and develop with regard to music instruction
- (u) use a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills
- (w) plan instruction based on their musical knowledge, their students, school, the community, and curriculum goals
- (x) demonstrate understanding and use varied assessment strategies to evaluate and ensure continuous musical development of students

International Reading Association Standards:

- 1) *Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.*
- 2) *Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.*
- 3) *Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.*
- 4) *Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*
- 5) *Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*
- 6) *Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*

UM Conceptual Framework -- Our learning community is characterized by the following elements:

- **Integration of Ideas**  
Members of a learning community look beyond the traditionally subject-oriented curriculum and think about the interrelationships among and between subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and bringing differing kinds of knowledge to bear on dealing with actual problems.
- **Cooperative Endeavors**  
In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively and emotionally in acquiring knowledge that is personally meaningful. In the process members create a cohesiveness that encourages personal responsibility and commitment to the group and its goals.
- **Respect for Diversity and Individual Worth**  
A learning community embraces diversity with respect to ideas, abilities, viewpoints, experiences, learning styles, and cultural backgrounds. Diversity is valued because of the inherent worth of each individual who brings his or her strengths to the community. The ethics of caring and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

### **Course Description:**

The purpose of this course is to help you develop basic musical skills and practice musical activities appropriate for any elementary classroom. Your elementary education courses provide you with the expertise needed in elementary subject areas. This course will present ways to integrate musical experiences with the other subject areas to enhance student learning. Class activities will foster confidence in music making. You will work independently and collaboratively in groups to discuss the presented articles and materials, brainstorm integrated lesson ideas, and create lesson plans. This course will allow you to practice lesson creation, delivery, and assessment, which will serve you in your development as a teacher. \*While the focus of this course is elementary, middle school lessons will also be presented when appropriate. If you intend to teach middle school, you may design your lessons as middle school lessons.

### **Course Objectives:**

#### **Students will:**

- Gain knowledge of and practice basic music skills and concepts (beat, rhythm, meter, melody, harmony, tone color, note values, form, instrument recognition, etc).
- Participate in example lessons and practice teaching techniques by presenting your own created lessons to the class
- Demonstrate basic music skills and concepts through self-created age appropriate lessons
- Gain knowledge of and practice how to teach singing, moving, listening, and creating music in the elementary classroom
- Develop and demonstrate knowledge of how to present singing, moving, listening, instruments, and creating music through integrated lessons in the elementary classroom
- Develop and demonstrate knowledge of age and content appropriate song and music choices for lessons in a K-8 classroom
- Develop instructional skills that suit the teaching of diverse populations of students (taking into consideration the students' different cultures, genders, and learning needs), including a focus on The Montana Indian Education For All Act
- Develop and demonstrate knowledge in utilizing music to teach art, math, history, social studies, science, reading, and writing
- Develop and demonstrate knowledge in child development, learning modalities, the functions of music, teacher modeling, and lesson planning
- Develop and demonstrate knowledge of the foundations of music and the ability to read and perform music with the recorder and classroom instruments



- Compile a detailed list of resources and appropriate uses of those resources in a K-8 classroom
- Create a portfolio of materials from this course including lesson plans and written assignments for use as a resource in future teaching situations

### Academic Policies:

- Please see the academic policies section of the course catalog for add/drop deadlines <http://www.umt.edu/catalog/acad/acadpolicy/default.html>
- Attendance: Because this is an active learning class, attendance is required. You are allowed **three** absences including illnesses. After three absences, your grade will be lowered half a grade (from an A to an A-, etc.). **Five** absences or more, your grade will be lowered a full grade (from an A to a B, etc.). Three tardies will equal one absence. It is your responsibility to check in with me after class if you arrive after attendance is taken, to ensure that you are marked with a tardy instead of an absence. It is also your responsibility to check your attendance record on Moodle and discuss any discrepancies with me before grades are posted at the end of the semester. I will deal with emergencies on an individual basis.
- Academic Misconduct and the Student Conduct Code : All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VP/SA/Index.cfm/page/1321> Plagiarism, cheating, and any other form of academic dishonesty are against school rules and will be reported.
- Study groups are acceptable and encouraged, however assigned work needs to be completed individually, unless otherwise specified. Checking someone's assigned work for grammatical errors is acceptable.
- Cell phones, MP3 players, laptops (for anything other than note taking), and other electronic devices not needed for class are huge distractions. Please turn cell phones to silent before class begins and keep them and other devices stored away during class time. Laptops are acceptable for note taking purposes only.
- Talking about non-related material during class is distracting to other students and will not be permitted. Please keep your comments focused during group discussions.

- Participation in activities is expected. In this class, you will be teaching and participating in lessons that you and other students write for the elementary grade levels. Lack of participation may impact your grade.
- To request academic accommodations due to a disability, please contact the Disability Services for Students office. <http://life.umt.edu/dss/> (406-243-2243). **Within the first week of class, please provide me with a copy of the letter you receive from the DSS office that states that you have a disability that requires academic accommodations, so we can discuss the accommodations that you might need in this class.**
- If you have a question about a grade you have received in this course, please set up an appointment with me.

**Grading Procedure:** Work will be graded on a point system that will be translated into a percentage at the end of the term. The total number of points that you can receive is 1,000.

Written Assignments	20% (200 points)
Workshop Assignment	10% (100 points)
Recorder	10% (100 points)
Music Collection Project	10% (100 points)
Lessons	30% (300 points)
Portfolio	10% (100 points)
Final Lesson Plan	10% (100 points)

**Grading Scale:**

A	94-100%	A-	90-93%	B+	87-89%	B	83-86%
B-	80-82%	C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%	F	0-59%

- Work turned in less than a week late from the original due date will be lowered a full grade (from an A to a B, etc.). **Work will not be accepted if it is more than a week late.** I will deal with emergencies on an individual basis if the student has contacted me and notified me of the emergency in a timely manner.
- Use a computer/word processor for all written assignments.

**Notes on Articles:** You are expected to do the reading that is assigned. Lectures will touch on, but will not completely cover the material assigned. Each time articles are assigned, you will bring a hard copy of your notes to class for a grade (notes must be one page, typed, 12 point font). You may also present your typed notes on a laptop or similar device. **I will not accept handwritten notes for articles.** You may decide the format of your notes (paragraphs, bullet points, etc.). Papers, projects, and the final lesson will all

contain material from the readings and classes. You will be given a chance to show your understanding of the reading through group discussions, notes on the articles, and papers.

**Lesson Brainstorms:** You will be asked to brainstorm lesson ideas for specific musical activities. Each time lesson brainstorms are assigned, you will bring a hard copy to class to turn in for a grade (typed or handwritten). You may decide the format of your lesson brainstorms (paragraphs, bullet points, etc.). Each lesson brainstorm idea must be clearly explained in detail.

**In-class Participation and Assessments:** As you will be learning through actively participating in examples of lessons for elementary students, participation and attendance are very important. The class will include a mixture of lecture, group discussion, and active learning experiences, so dress comfortably in order to participate in movement and lesson activities. This class includes some physical exertion for folk dancing, singing games, playing instruments, and other movement activities. Please be aware of your own physical limits and see me if you are uncomfortable with the movement activities.

**Workshop Assignment:**

During the course of the semester, you will need to attend one general music workshop (offered through the Orff Music Organization, the date will be announced in class). A typed workshop reflection will be due after you have attended. \*Please see Moodle for more detailed instructions on these requirements. If you are unable to attend the Orff music workshop, an alternate assignment is available on Moodle. The workshop reflection is due by Wednesday, October 2nd, 2013.

**Music Collection Project:** Throughout the semester, you will be asked to list music and books that could be used to effectively teach concepts in the elementary classroom. We will share these lists with each other (due dates and concepts will be provided at the start of this project). For the project, you will choose 20 songs/pieces of music or books and provide lesson ideas for each song or book. Please see Moodle for instructions. The music collection project will be turned in as part of your portfolio.

**Lessons:** Our goal is to become comfortable with writing and teaching lessons that involve music. Music can be integrated successfully to teach other subjects, and music can be taught for music's sake. Both types of lessons are important for the classroom teacher. You will be asked to write several lessons that involve music for various concepts and purposes. These lessons should be age appropriate for a specific grade (you may choose a grade K-8 for each lesson). You will teach these lessons to the class (More detailed instructions will be provided at the start of this project). \*If you already know the grade you would like to teach in your future teaching career, speak with me and we will make the changes needed to make the lesson plan project appropriate for you.

**Portfolio:** Please see Moodle for instructions for the portfolio.

**Final Exam:** There is not a final exam for this course.